



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10801269  
SAU: Jay School Department  
School: Jay Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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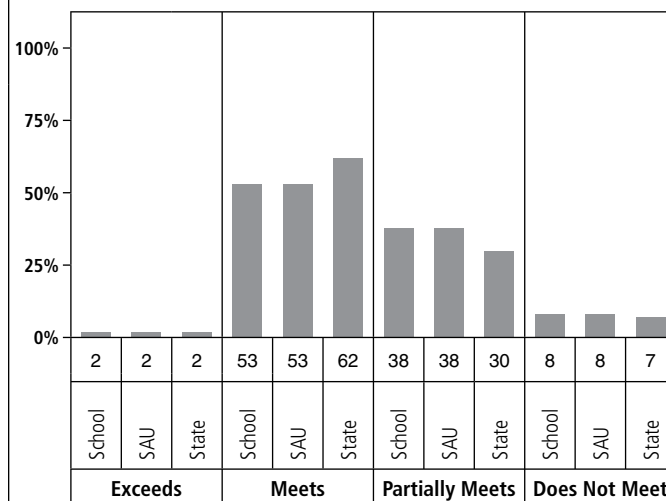
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

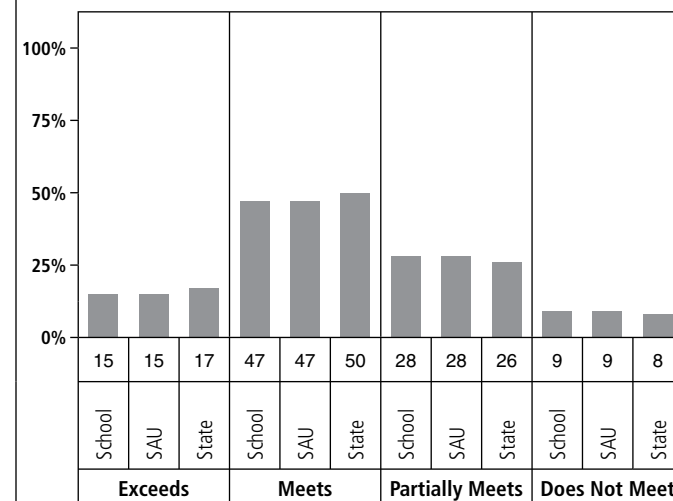
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	346	346	345
2006–2007	346	346	345
<b>2007–2008</b>	<b>343</b>	<b>343</b>	<b>344</b>
Cum. Avg. *	345	345	345
<b>Mathematics</b>			
2005–2006	343	343	344
2006–2007	349	349	347
<b>2007–2008</b>	<b>345</b>	<b>345</b>	<b>347</b>
Cum. Avg. *	346	346	346

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Jay School Department  
 School: Jay Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	53	100	53	100	13803	100	53	100	53	100	13714	99	53	100	53	100	13710	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	1	2	1	2	116	1	1	100	1	100	114	99	1	100	1	100	114	99						
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98						
Hispanic	1	2	1	2	162	1	1	100	1	100	158	98	1	100	1	100	159	98						
Caucasian/White	51	96	51	96	12916	94	51	100	51	100	12846	100	51	100	51	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	21	11	21	2358	17	11	100	11	100	2333	99	11	100	11	100	2329	99						
<b>Current LEP</b>	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
<b>Economically disadvantaged</b>	26	49	26	49	5584	40	26	100	26	100	5535	99	26	100	26	100	5530	99						
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	74	39	74	10650	77	39	74	39	74	10678	77						
Identified disability (PET/IEP)	2	5	2	5	475	4	2	5	2	5	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	14	26	14	26	2936	21	14	26	14	26	2911	21						
Identified disability (PET/IEP)	9	64	9	64	1735	59	9	64	9	64	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	5	36	5	36	986	34	5	36	5	36	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	2	352	3
	2006-2007	2	4	2	4	332	2
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	4	3	4	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	36	72	37	73	8641	62
	2006-2007	30	63	30	63	8691	63
	<b>2007-2008</b>	<b>28</b>	<b>53</b>	<b>28</b>	<b>53</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	94	62	95	63	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	12	24	12	24	3671	27
	2006-2007	15	31	15	31	3781	27
	<b>2007-2008</b>	<b>20</b>	<b>38</b>	<b>20</b>	<b>38</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	47	31	47	31	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	2	1	2	1163	8
	2006-2007	1	2	1	2	1021	7
	<b>2007-2008</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>938</b>	<b>7</b>
	Cum. Total*	6	4	6	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	26.0	56.5	26.0	56.5	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	13.1	57.0	13.1	57.0	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	12.9	56.1	12.9	56.1	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	1	2	28	53	20	38	4	8	343	53	2	53	38	8	343	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	51	1	2	27	53	19	37	4	8	343	51	2	53	37	8	343	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	1	9	2	18	6	55	2	18	339	11	9	18	55	18	339	2210	0	32	48	20	338
No	42	0	0	26	62	14	33	2	5	344	42	0	62	33	5	344	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	53	1	2	28	53	20	38	4	8	343	53	2	53	38	8	343	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	26	1	4	11	42	12	46	2	8	342	26	4	42	46	8	342	5450	1	49	39	11	341
No	27	0	0	17	63	8	30	2	7	344	27	0	63	30	7	344	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	53	1	2	28	53	20	38	4	8	343	53	2	53	38	8	343	13581	2	62	30	7	344
<b>Gender</b>																						
Female	22	1	5	7	32	12	55	2	9	341	22	5	32	55	9	341	6567	3	65	27	5	345
Male	31	0	0	21	68	8	26	2	6	345	31	0	68	26	6	345	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	53	1	2	28	53	20	38	4	8	343	53	2	53	38	8	343	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	53	1	2	28	53	20	38	4	8	343	53	2	53	38	8	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Jay School Department

School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	336	2	0	0	100	0	336	6	0	43	39	18	340
B. less than one hour	77	1	2	24	59	13	32	3	7	344	77	2	59	32	7	344	79	2	65	28	5	345
C. one to two hours	13	0	0	4	57	3	43	0	0	345	13	0	57	43	0	345	12	2	60	31	7	344
D. more than two hours	8	0	0	0	0	3	75	1	25	334	8	0	0	75	25	334	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	26	1	7	8	57	5	36	0	0	345	26	7	57	36	0	345	29	3	62	28	7	345
B. They match some of what I have learned.	42	0	0	12	55	9	41	1	5	344	42	0	55	41	5	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	21	0	0	8	73	2	18	1	9	344	21	0	73	18	9	344	15	1	56	34	9	343
D. There is no match.	11	0	0	0	0	4	67	2	33	335	11	0	0	67	33	335	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	49	0	0	15	58	10	38	1	4	344	49	0	58	38	4	344	42	3	67	24	6	346
B. good	38	1	5	11	55	6	30	2	10	343	38	5	55	30	10	343	46	1	62	32	5	344
C. fair	13	0	0	2	29	4	57	1	14	339	13	0	29	57	14	339	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	5	36	7	50	2	14	339	27	0	36	50	14	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	42	1	5	14	64	6	27	1	5	346	42	5	64	27	5	346	57	2	68	26	4	346
C. easier than my regular schoolwork	31	0	0	8	50	7	44	1	6	343	31	0	50	44	6	343	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	31	0	0	6	38	8	50	2	13	340	31	0	38	50	13	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	46	1	4	14	58	8	33	1	4	345	46	4	58	33	4	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	23	0	0	7	58	4	33	1	8	344	23	0	58	33	8	344	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	26	0	0	7	50	6	43	1	7	344	26	0	50	43	7	344	19	3	65	27	6	346
B. 20 minutes to an hour	45	1	4	15	63	6	25	2	8	345	45	4	63	25	8	345	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	3	50	3	50	0	0	341	11	0	50	50	0	341	19	1	56	35	8	343
D. I rarely read at home.	17	0	0	3	33	5	56	1	11	338	17	0	33	56	11	338	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	25	1	8	10	77	2	15	0	0	347	25	8	77	15	0	347	28	1	56	33	9	343
B. six to ten pages	23	0	0	5	42	4	33	3	25	341	23	0	42	33	25	341	23	1	63	29	7	344
C. eleven or more pages	53	0	0	13	46	14	50	1	4	342	53	0	46	50	4	342	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	1	2	1	2	1295	9
	2006-2007	5	10	5	10	1985	14
	<b>2007-2008</b>	<b>8</b>	<b>15</b>	<b>8</b>	<b>15</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	14	9	14	9	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	25	51	26	52	6852	49
	2006-2007	29	60	29	60	6990	51
	<b>2007-2008</b>	<b>25</b>	<b>47</b>	<b>25</b>	<b>47</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	79	53	80	53	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	21	43	21	42	4081	29
	2006-2007	13	27	13	27	3673	27
	<b>2007-2008</b>	<b>15</b>	<b>28</b>	<b>15</b>	<b>28</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	49	33	49	32	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	4	2	4	1638	12
	2006-2007	1	2	1	2	1193	9
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	8	5	8	5	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.0	71.4	10.0	71.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	8.3	59.3	8.3	59.3	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	8	15	25	47	15	28	5	9	345	53	15	47	28	9	345	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	51	7	14	24	47	15	29	5	10	345	51	14	47	29	10	345	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	4	36	5	45	2	18	337	11	0	36	45	18	337	2208	6	35	37	21	338
No	42	8	19	21	50	10	24	3	7	348	42	19	50	24	7	348	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	53	8	15	25	47	15	28	5	9	345	53	15	47	28	9	345	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	26	3	12	10	38	9	35	4	15	341	26	12	38	35	15	341	5452	9	45	33	12	343
No	27	5	19	15	56	6	22	1	4	349	27	19	56	22	4	349	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	53	8	15	25	47	15	28	5	9	345	53	15	47	28	9	345	13584	17	50	26	8	347
<b>Gender</b>																						
Female	22	0	0	9	41	10	45	3	14	338	22	0	41	45	14	338	6565	15	49	27	8	347
Male	31	8	26	16	52	5	16	2	6	351	31	26	52	16	6	351	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	53	8	15	25	47	15	28	5	9	345	53	15	47	28	9	345	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	53	8	15	25	47	15	28	5	9	345	53	15	47	28	9	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	6	9	40	33	18	340
B. less than one hour	77	6	15	22	54	9	22	4	10	346	77	15	54	22	10	346	79	18	52	24	6	348
C. one to two hours	13	2	29	2	29	3	43	0	0	349	13	29	29	43	0	349	12	16	48	27	8	347
D. more than two hours	8	0	0	1	25	2	50	1	25	333	8	0	25	50	25	333	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	3	16	11	58	4	21	1	5	347	36	16	58	21	5	347	37	22	50	22	6	350
B. They match some of what I have learned.	47	5	20	10	40	9	36	1	4	348	47	20	40	36	4	348	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	0	0	3	43	2	29	2	29	338	13	0	43	29	29	338	12	9	44	36	11	342
D. There is no match.	4	0	0	1	50	0	0	1	50	334	4	0	50	0	50	334	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	58	5	17	16	53	7	23	2	7	347	58	17	53	23	7	347	39	25	48	20	7	350
B. good	31	2	13	7	44	5	31	2	13	344	31	13	44	31	13	344	46	14	52	27	7	347
C. fair	10	0	0	1	20	3	60	1	20	334	10	0	20	60	20	334	12	8	49	35	9	343
D. poor	2	0	0	1	100	0	0	0	0	344	2	0	100	0	0	344	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	1	17	1	17	3	50	1	17	338	11	17	17	50	17	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	42	2	9	11	50	7	32	2	9	345	42	9	50	32	9	345	59	18	53	24	5	349
C. easier than my regular schoolwork	47	5	20	13	52	5	20	2	8	347	47	20	52	20	8	347	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	40	3	14	9	43	5	24	4	19	343	40	14	43	24	19	343	32	13	47	30	10	345
B. two or three days a week	23	2	17	5	42	4	33	1	8	345	23	17	42	33	8	345	30	20	52	23	5	349
C. two or three times each month	30	2	13	8	50	6	38	0	0	348	30	13	50	38	0	348	19	20	53	21	6	350
D. never or almost never	8	1	25	3	75	0	0	0	0	351	8	25	75	0	0	351	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	1	17	4	67	1	17	334	11	0	17	67	17	334	7	5	34	40	20	338
B. two or three days a week	26	1	7	8	57	4	29	1	7	344	26	7	57	29	7	344	18	15	50	27	8	346
C. two or three times each month	49	6	23	12	46	6	23	2	8	348	49	23	46	23	8	348	28	21	53	21	4	350
D. never or almost never	13	1	14	4	57	1	14	1	14	348	13	14	57	14	14	348	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	0	0	3	75	1	25	0	0	346	8	0	75	25	0	346	16	8	42	36	13	342
B. 30–45 minutes	25	1	8	4	31	7	54	1	8	339	25	8	31	54	8	339	30	14	53	26	7	347
C. 45–60 minutes	34	2	11	11	61	3	17	2	11	346	34	11	61	17	11	346	32	22	51	22	5	350
D. more than 60 minutes	34	5	28	7	39	4	22	2	11	349	34	28	39	22	11	349	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											